

***GOT* LIFE?**

To help your
Students
"Get a Life"
after high school:

- ✦ **L**EARN ABOUT COMMUNITY RESOURCES AND UNDERSTAND YOUR STUDENTS
- ✦ **I**NFORM STUDENTS ABOUT THEIR OPTIONS AND OPPORTUNITIES
- ✦ **F**IND WAYS TO TRANSFER FUNCTIONAL SKILLS
- ✦ **E**NGAGE PARENTS IN THE PLANNING PROCESS

South Dakota Transition to
Adulthood Systems Change Project
Fall 2000



ACKNOWLEDGMENT

Transition planning, is planning for this year, building upon last year, and mapping out steps which will build onto future planning to achieve long term goals for our student's life beyond high school.

To assist your students to "GET A LIFE" after high school, remember:

L.I.F.E. =

L = LEARN ABOUT COMMUNITY RESOURCES FACILITATE ADULT SERVICE CONNECTION, AND UNDERSTAND YOUR STUDENTS.

I = INFORM STUDENTS ABOUT THEIR OPTIONS AND OPPORTUNITIES.

F = FIND WAYS TO TRANSFER FUNCTIONAL SKILLS.

E = ENGAGE PARENTS IN THE PLANNING PROCESS.

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PREFACE TO L.I.F.E.

TRANSITION TO ADULTHOOD

This manual is to assist you in developing meaningful transition plans with your students, and their parents, which will help them in planning for their lives after high school.

We have chosen several “pieces” of materials that we have found to be most helpful. You may choose which materials will best work for your student.

It is helpful to think in terms of what your student's peers are doing at this age, how they are dreaming and planning for their lives after high school, and then attempt to help students with disabilities step out activities to help them look at their dreams and goals as well. Break down steps, be creative and use “common sense”. Think about how you would plan out activities to reach your goals.

Just like students without disabilities, students with disabilities now have many options to explore and many adult service providers to choose who they may receive services from.

When students with disabilities graduate with a signed diploma or “age out” of special education, the school will no longer provide services. Assistance may be provided by several different agencies serving adults. This is a big change. Families are confronted with a maze of public and private agencies in the community.

Application procedures, funding sources, and eligibility requirements differ for each agency. For students and their families to learn about agencies and to help students acquire the skills they will need, transition planning shall begin at age 14. Transition planning is a lifeline to adulthood.

The Individual Education Program (IEP) is designed to help the student begin thinking of where they may want to work and live (with supports as needed) 3 to 5 years following high school. It also lists five areas for transition planning that lead us to a well rounded life. These areas are: employment, independent living, community participation, post secondary training, adult service connections and assessment. Short-term goals are established in each of these areas that directly relate to the students long-term goals. Using this methodology, students can decide if their long-term goals are attainable or desired, and this provides an opportunity for them to alter their goals or to reach their goals through careful planning.

If the student will turn age 14 during the year that the IEP is being implemented, the transition plan must be written at age 13, or an additional IEP must be

developed with transition planning at the time the student turns 14. The initial transition plan generally focuses on the student's course of study, until age 16. At that time more extensive community connections are coordinated.

Transition services derived from the Individuals with Disabilities Education Act of 1990 (PL 101-476) (IDEA). This Act defines "Transition services" as a coordinated set of activities for a student, designed with an outcome oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, the acquisition of daily living skills and functional vocational evaluation. (The above definition is quoted from the South Dakota Technical Assistance Guide: From School to Adulthood: Special Education Students in Transition, July, 1994).

Students with disabilities have the same dreams for a meaningful adult life as their peers who do not have disabilities. Students with disabilities can be employed, earning a paycheck within community businesses, and living within the community in apartments or their own homes. The key is successful and early planning, opportunities for successes as well as failures, providing the needed staff or other supports, adaptive aids or technology, and community connections.

Attached is an overview of changes within the IDEA Amendments of 1997, the Transition Requirements of 1997 IDEA, and most frequently asked questions and answers relating to transition.

Overview of Changes

The IDEA Amendments of 1997 emphasize the importance of transition services in two significant ways: (1) it strengthens the integrity of the original concepts of transition, and (2) clarifies activities related to the provision of transition services.

Transition Concepts Strengthened

The 1997 amendments to IDEA emphasize Congressional recognition of the values of transition through the expansion of the purpose and retention of the original definition of transition services.

The purpose now states that a free appropriate public education should prepare students for employment and independent living. In the 1990 IDEA, the focus on preparing students for post-school activities was found only in the definition of transition services. This focused purpose of the IDEA 1997 Amendments strengthens the likelihood that students' educational programs from early childhood to graduation will lead to the achievement of desired post school activities.

Also, Section 602(30) retains the original definition and related services to the five areas to be considered in the planning of coordinated activities. Language pertaining to the IEP in Section 14 now lowers the age for which transition services must be considered to age 14. Agency linkages and responsibilities, however, do not need to be specifically identified until the student reaches age 6. The statement of transition service needs at age 14 must focus on the child's course of study. Congressional intent of this requirement was to:

“.....focus attention on how the child's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school. This provision is designed to augment, not replace, the separate transition service requirement, under which children with disabilities beginning no later than age sixteen receive transition services including instruction, community experiences, the development of employment and other post-school objectives and, when appropriate, independent living skills and functional vocational evaluation. For example, for a child whose transition goal is a job, a transition service could be teaching the child how to get to the job site on public transportation.” (Senate Report, p.22)

Clarified Activities Related to the Provision of Transition Services

The IDEA Amendments of 1997 have built upon the activities done in relation to interagency collaboration by increasing the required membership of the State Advisory Panel. Among other additions, the membership must now include “at least one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities and representatives from the State juvenile and adult corrections agency.”

The collaborative nature of transition services, is amplified by the introduction of new statutory language focused specifically on creating a “coordinated service system”. Under these provisions, a local education agency may carry out a range of activities designed to improve the coordination of services through interagency collaboration and cooperation. This system of coordinated services may include:

- developing strategies that promote accountability for results
- service coordination and case management that facilitates the linkage of individualized education programs, with individual service plans required under other state and federal programs
- developing and implementing interagency financing strategies for the provision of education, health, mental health, and social services, including transition and related services, and
- interagency personnel development for individuals working on coordinated services.

The IDEA amendments of 1997 address two additional areas that relate to transition service requirements.

The first area concerns the provision of services to youth with disabilities in adult prisons. Specific provisions relate to Free Appropriate Public Education, and Individualized Education Programs. The second area concerns students with disabilities when they reach the age of majority. The public agency must now notify the student and the parents that parental rights will be transferred to the child. This requirement does not apply if the student has been determined incompetent under state law. States may also establish procedures appointing appropriate individuals to represent the educational interests of the student when students are determined unable to provide informed consent.

In Summary, IDEA 1997 Amendments Regarding Transition

- Strengthen the focus on post school outcomes of employment and independent living
- Add related services to required elements of instruction, community experience, employment and other post-school adult living objectives, daily living skills, and functional vocational evaluation
- Require needed transition services statement beginning at age 14
- Strengthen focus of entire high school program by focusing on the child's course of study
- Expand State Advisory Committee membership by adding “at least one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities and representatives from the State juvenile and corrections agency”
- Strengthen coordinated service systems
- Remove transition requirements for youth with disabilities in adult correctional facilities
- Require notification of transfer of parental rights at the age of majority

Transition Requirements of
1997 IDEA

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Questions and Answers

Definition of Transition Services

1. Must the IEP identify a desired post-school outcome and, if so, how should it be expressed?

Yes. A statement of needed transition services must be designed with an outcome oriented process, and therefore desired post-school outcome(s) must be identified on the IEP. It may be expressed as a long-range desired post-school outcome or summarized as part of the information that documents the student's interests and preferences.

2. What are examples of post-school activities?

Post-school activities describe what the student wants to do after high school: where the student wants to live, work, recreate, continue to learn, and participate in his or her own community. These include post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

3. What are the requirements regarding consideration of the student's "preferences and interests" when developing the transition services for the IEP? How are the student's preferences and interests determined?

The student must have the opportunity to indicate his or her preferences and interests during the IEP meeting when transition services are being considered. If the student does not attend the IEP meeting when transition services are discussed, the district must ensure that the student's interests and preferences are considered during the development of the statement of needed transition services. To accomplish this, the school district may use checklists and other relevant self assessments including personal interviews and situational assessments. Family members and peers could also provide information to assist in determining a student's preferences and interests.

4. Must each activity area be addressed at each annual review?

Yes. Instruction, related services, community experiences, development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation must be addressed at each annual review.

Participants in Meeting

1. Who must be included on the IEP team when transition services are to be included in the IEP?

As is true for all IEP meetings, participants must include the parents, at least one regular education teacher of the child (if the child is, or may be,

participating in the regular education environment), district representative, at least one special educator, and when appropriate, other teachers or individuals. In addition, regulations require that when an IEP meeting includes the consideration of transition services for a student, the school district shall invite: (1) the student and (2) a representative of any other agency that is likely to provide or pay for transition services.

2. What are the school district's responsibilities for inviting students to IEP meetings that address transition services?

School districts are responsible for inviting students to their own IEP meetings. The invitation may be included in the parents' notification of the IEP meeting or it may be separate. Documentation of the student's invitation should be maintained in the student's record.

3. Are there any circumstances under which a student would not be invited?

No. The regulations clearly state that if a purpose of the meeting is to consider transition services for a student, the school district shall invite the student to the IEP meeting.

4. What form should the invitation to the student take, and how does it compare to the requirements for parental notice (ex., in writing, provided 10 days in advance, etc.)?

There is no prescribed form for the student invitation; however, school districts must be able to demonstrate that a student was invited to attend the meeting. The invitation may be oral or written. Be sure to keep a copy of the letter or teacher notes indicating a verbal invitation. Written correspondence should be in a language the student and family can understand.

5. If a student does not attend the IEP meeting, what steps should the district take to ensure that the student's preferences and interests are considered?

Neither P.L.105-17 nor P.L.101-476 Regulations prescribe the steps required. However, the best practice suggest that if a student does not plan to attend the meeting, the school district may consider the other methods for obtaining student input prior to the meeting such as: student conferences and inventories, family conferences and inventories, career exploration activities, vocational interest and aptitude inventories, situational assessments, and input from peers and other persons who know the student. It is required that the student's interests and preferences are considered during development of the statement of needed transition services.

6. Which agencies should be invited to send representatives to IEP meetings that will address transition services, and how should invitation be documented?

In addition to student and parent identification of specific representatives, school district personnel will have to rely on their best professional judgment and knowledge of the student's potential needs and the local adult agencies to determine which agencies to invite to the first meeting in which transition services are addressed. Copies of correspondence with invited agencies should be included in the student's records to document the invitation.

7. What are participating agencies?

Statute and regulations do not prescribe the agencies. Relevant agencies could include vocational and training programs, Vocational Rehabilitation Centers, Developmental Disabilities and Regional Providers, Job Training and Partnership Act providers, community colleges, colleges and universities, recreational services, independent living centers or services, and any other agency determined appropriate to provide transition services for a student with a disability.

8. May services of another agency be specified on an IEP when that agency's representative is not present at the IEP meeting?

Yes. But steps must be taken to obtain their participation in the planning of transition services prior to the IEP meeting if a representative is not expected to attend. School districts may involve agencies through direct participation or other methods such as conference, telephone contact, or correspondence. If there is no commitment and the agency is unable to provide the service, the school district must reconvene the IEP team to consider alternative strategies.

9. What is the district's responsibility if the parents do not want the student invited to the IEP meeting?

IDEA requires that the school district invite the student to participate in the IEP meeting if it will be addressing transition services for the student. If the student is 4 or older, transition services will always be considered. Further if the student does not attend (for whatever reason), the public agency shall take steps to ensure that the student's preferences and interests are considered in the planning of any transition services.

Parent Participation

1. May IEP meetings that address transition services be conducted if parents are not in attendance?

Yes. The IEP meeting may be conducted without the parent(s) in attendance if the school district is unable to obtain the attendance of the parents. The school district must have a record of its attempts to arrange a mutually agreed upon time and place. If the parents can not attend, steps shall be taken to ensure parent participation. Parent input on the IEP, including transition services, may be provided through face-to-face or telephone conferences, written correspondence, or other preplanning activities.

2. Must parents be notified that the student and agency representatives are invited to attend the IEP meeting?

Yes. The notice to parents must indicate that a purpose of the meeting is to consider transition services and that the student and representatives from other agencies will be invited.

Individualized Education Programs

1. What must the IEP contain?

Every IEP must include:

- a statement of the child's present levels of educational performance (including how the disability affects involvement and progress in the general curriculum)
- a statement of measurable annual goals including measurable benchmarks or short-term objectives
- a statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child
- an explanation of the extent, if any, to which the child will not participate with non disabled children in the regular class and extracurricular activities
- a statement of any individual modifications in the administration of State or districtwide assessments of student achievement that are needed in order for the child to participate in such assessment. If the IEP team determines that the child will not participate in such assessments, a statement of why that assessment is not appropriate for the child and how the child will be assessed.
- a projected date for beginning of services and modifications, and anticipated frequency, location, and duration of the services
- beginning at age 14, and updated annually, a statement of the transition service needs of the child that focuses on the child's courses of study (such as participation in advanced placement courses or a vocational education program)
- beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of needed transition services for the child, including, when appropriate, a statement of the interagency responsibilities or any needed linkages
- beginning at least one year before the child reaches the age of majority under State law, a statement that the child has been informed of his or her rights under this title, if any, that will transfer to the child on reaching the age of majority, a statement of how the child's progress toward annual goals will be measured, how the children's parents will regularly be informed of progress toward the annual goals and the extent to which that progress is sufficient to enable the child to achieve them by the end of the year.

2. Must the IEP specify the amount of services provided by other agencies or may it just list the services?

The amount of services to be provided must be stated in the IEP, so that the level of other agency's commitment of resources will be clear to parents, student, and other IEP team members. The amount of time to be committed to

each of the various services to be provided should be: (1) appropriate to that specific service, and (2) stated in the IEP in a manner that is clear to all who are involved in both the development and implementation of the IEP. Changes in the amount of services listed in the IEP can not be made without holding another IEP meeting. However, as long as there is no change in the overall amount, some adjustments in scheduling the services should be possible (based on the professional judgment of the service provider) without holding another IEP meeting.

3. May school districts develop transition plans separate from the IEP?

No. IDEA does not recognize a separate transition plan apart from the IEP. A statement of needed transition services must be specified in the IEP. However, additional planning meetings may precede the discussion of transition services at the IEP meeting.

4. If it is determined that a student does not need transition services in one or more areas, should that be documented on the IEP?

Yes. If the IEP team determines that services are not needed in one or more of the following areas: instruction, related services, community experiences, employment and other post school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation, the IEP must include a statement to that effect and the basis upon which the determination was made.

5. What should the final IEP for a student with a disability include?

All IEP requirements must be included. The last IEP developed before the student is expected to leave school must contain the goals and objectives and benchmarks that are appropriate for the one-year period of time during which the IEP is in effect. Transition service needs must be identified. All needed interagency responsibilities or linkages must be included. A statement of how the child's progress will be measured, how the child's parents will be regularly informed of the progress toward the annual goals, and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year. If the student is at least one year before he or she reaches the age of majority under State law, a statement that the child has been informed of his or her rights under this title, if any, that will transfer to the child on reaching the age of majority must also be included.

6. Once a student is no longer the responsibility of the school, who is responsible for providing transition services?

Designation of other participating agency responsibilities or linkages or both for providing services should be clearly stated in the IEP before the student leaves the school setting.

Agency Responsibilities for Transition Services

1. Who is responsible for planning and coordinating transition services?

The school district is responsible for ensuring that students with disabilities have an appropriate education available to them. This includes planning and coordination of transition services for students through the development of an IEP. Responsibilities for providing transition services may be assigned to different participants (school personnel, agency representatives, parents, the student) at the IEP meeting, but the school district has overall responsibility for determining whether or not the services have been provided. Each school district must develop its own set of procedures for accomplishing this task.

2. What is the district's responsibility for ensuring that an agency is providing the services agreed upon in the IEP?

The school district of residence remains responsible for ensuring that the students receive a free appropriate public education. Therefore, the district is responsible for ensuring that an agency is providing the services agreed upon in the IEP. Districts may do this in a number of ways. For example, districts may hold regularly scheduled meetings between the participating agency and the district, develop interagency agreements, communicate with the participating agency through written progress reports, or the district may make other agreed-upon arrangements that ensure the necessary communication between the district and the participating agency.

3. How will a district verify or know when services are not being provided?

Verification of services may be obtained from the parent, the student, or the representative of the agency responsible for providing or paying for the service. Another opportunity for monitoring service provision could occur during the annual IEP review.

4. What are the timelines for reconvening an IEP meeting when agreed-upon agency services are not provided?

The public agency responsible for the student's education shall initiate a meeting "as soon as possible" for the purpose of identifying alternative strategies when a participating agency fails to provide agreed-upon services. No specific timelines are stated in either the new statute nor the standing regulations. However, if the IEP is not being followed, a family may file a complaint.

5. Are school districts responsible for providing the services listed on the IEP that an agency has agreed to provide but failed to do so prior to graduation?

The public agency responsible for the student's education is responsible for identifying alternative strategies for services not provided to a student prior to graduation. Another IEP meeting must be held as soon as possible for the

purpose of identifying alternative strategies to meet the student's transition service needs and, if necessary, revising the student's IEP. One of the possible alternative strategies might be for the school district itself to provide the needed service. Schools should not, however, automatically bear the cost of transition services which according to the IEP would have been borne by another agency. As stated in the regulation, nothing relieves any participating agency (including a vocational rehabilitation agency) of the responsibility to provide or pay for any transition services that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of the agency.

6. What alternative strategies can be developed if an agency fails to provide the agreed-upon transition service?

Alternative strategies could include referral to another agency, identification of another possible funding source, or identification of some alternative ways to provide the same or similar service. The IEP team may, if necessary, revise the student's IEP.

Additional Questions with no Direct Reference to IDEA

1. What should an IEP team do if a student or his/her parents refuse transition services?

If a documented need for transition services exists, every attempt should be made to encourage the student and family to avail themselves of these services. The student's or family's refusal of services should be documented on the IEP. Family values and priorities do influence future goals and needs for services and should be respected. The district may need to provide notice and proceed with the services.

2. Should needed transition services be identified when the services can not be provided or are not available?

Yes. Needed transition services must be identified on the IEP based on the individual student's needs, preferences, and interests. The IEP committee should identify a student's transition strengths and needs regardless of known or unknown service providers. The team should brainstorm strategies to meet the identified needs.

3. Are other agencies mandated to participate in the IEP process for students in need of transition services?

No. Other agencies may agree to participate in planning for transition services, but the school district does not have the authority to compel representatives of participating agencies to attend IEP meetings.

4. Following the student's graduation, are school districts responsible for providing the services listed on the IEP that another agency agreed but failed to provide?

No. Unless stated specifically in SEA or LEA policy, school districts are not required to provide programs and services beyond graduation. Part B of the Act neither requires nor prohibits the provision of services to a student after the student has completed the state's graduation requirements. It is at the discretion of the SEA or LEA to determine whether programs and services are provided beyond graduation if the student is still within the eligible age range for a free appropriate education.

5. Do the transition requirements extend to students protected under Section 504, but not served under IDEA?

No. Students protected under Section 504 are not required to have an IEP. However, students who previously were 504 eligible may now qualify under IDEA. If they need specially designed instruction in transition services, they may qualify for IDEA and have only transition services on the IEP.

6. How do you resolve differences between parent and student on post-school outcomes?

Ultimately, the student's life goals are the ones being developed and should be given greater weight in the planning process. However, attempts should be made to achieve consensus through exploratory experiences and further discussions.

THE PLACEMENT COMMITTEE

The IEP team is comprised of several people who are involved in the student's life. Besides those individuals who are required to be in attendance, the student also must be actively involved in their IEP meetings. If the student is unable or refuses to attend, federal law requires that it be noted with explanation on the IEP. Make the notation on the IEP cover page (99-IEP-1a). In addition, you will want to invite adult service providers to explain their services, make initial connections and seek their input to assist that student in planning for their future after high school.

Suggestions:

- Vocational Rehabilitation Counselor (VR)-when student is age 16, VR helps with vocational planning.
- Vocational Rehabilitation Counselor for the Blind (SBVI)-when student is age 14, SBVI helps with vocational planning, and blindness skill training.
- Outreach Transition Consultant – SD School for the Blind and Visually Impaired, when a student is age 14, this consultant can assist with specific transition issues.
- Family Support Coordinator (Student who has a developmental disability)- refer anytime from birth to age 21, this program provides “what ever it takes” to help out and keep the family together.
- Resource Coordinator- assist students who have a developmental disability in getting connected to appropriate adult services; case management of adult services.
- Independent Living Center Representative (Prairie Freedom Center)- assists individuals with disabilities in working towards independence with independent living.

Adjustment training centers that can provide services as requested, and the level of support needed in all areas. *It is important to plan for funding for these agencies. If you have a student age 17 or 18 years old, who WILL likely need some long term support after they leave high school and turn age 21, you need to connect them to these agencies. Once they meet with these agency representatives, the family will need to complete an application for services. The key is to complete applications with adjustment training centers, to secure long term funding. Make CLEAR that the School District IS NOT paying for services, but that the student will need services after high school, when they turn age 21. The student CAN still work in the community (and still be involved in the district's community vocational program). The student WILL have options for living such as: a group home, an apartment where a staff person is available 24 hours, an apartment where a staff person meets with them once or twice a week- or as often as needed, their own house or apartment where a staff person meets with them monthly, or as often as needed. The adult service programs have many options, and will attempt to provide whatever services that student needs.

Currently, we have students needing these supports and no funding has been arranged, or is available. We need to help families understand that it is good to have some support arranged for their child's life beyond high school (if the student will likely need it). Then by the time, their child reaches age 21, and it is determined support is not needed, the families can always say no. This situation is different than if the school district will be providing an out of district placement, through the program development request. When this happens, the school district is the funding source for the student to receive services. You will need to follow your established procedure for this situation. Once the agencies are working with these students, the student is then counted in the agency's funding requests for when they turn age 21.

*Remember: once you identify the student's needs and begin planning, ask for services **NOT** programs!

Intergencies

LINKAGES...LINKAGES...LINKAGES!!!! They are so important in assisting a student make a seamless transition from high school to postsecondary!

Effective transition planning and service provision depends on functional linkages between school and adult service agencies. An Interagency Council can fuse these connections.

The purpose of providing educational programming to children and youth with disabilities is to maximize their independence as adults. Adult service agencies have the same missions, but different approaches. The efforts of each agency should be examined and their efforts should be coordinated in order to facilitate efficient provision of services. This streamlining of services can be accomplished through a formalized interagency collaboration.



Interagencies assist in improving transition systems in communities by:

- ✓ Developing a process to determine what **services** students with disabilities need after leaving high school and communicating this information among adult service providers.
- ✓ Establishing a **system** for assuring that **students with disabilities are involved** in transition planning at the individual and community levels.
- ✓ Establishing a system for **assuring that families** of students with disabilities are involved in transition planning at the individual and community levels.
- ✓ Developing a process to address the transition needs of individuals with disabilities and families of **diverse cultures**.
- ✓ Based on a community needs assessment, **create or expand the availability** and accessibility of at least one of the following post-school environments for youth in transition: employment, independent living, post-secondary education, community education, health services, transportation, or recreation/leisure opportunities.
- ✓ Developing a **student focused** transition planning process that addresses the unique challenges of youth with one of the following disabilities: serious emotional disturbance, traumatic brain injury, attention deficit disorder, deaf/hard of hearing, fetal alcohol syndrome, visually impaired/blind, developmentally disabled, learning disabilities or severe multiple disabilities.
- ✓ Developing and expanding processes and strategies for meeting the transition needs of students with all disabilities within the context of **secondary school programs** in collaboration with community services.
- ✓ Developing a smooth transition process **using interagency linkages** between the key agencies of education, social services, human services (rehabilitation, service to blind and visually impaired, mental health and developmental disabilities) and labor.

(The following document is a sample of what the Sioux Falls Interagency Council developed. Each district can use the following for an example while developing one for their area.)

Sioux Falls Transition Interagency Council

Adult Resources available within the Sioux Falls Community to assist students in transition planning for their future.

Sioux Falls School District Transition Project
May 1999

"I do not think that the measure of a civilization is how tall its buildings of concrete are, but rather how well its people have learned to relate to their environment and fellow man." Sun Bear of the Chippewa Tribe

COMMUNICATION SERVICE FOR THE DEAF: relay services to communicate by telephone with someone deaf or hard of hearing 1-800-877-1113
ATT (Language Line) 1-800-752-6096 (fee)

LUTHERAN SOCIAL SERVICES: language interpreters 357-0154

EAST RIVER LEGAL SERVICES: civil legal services to eligible low income 336-9230

FAMILY SUPPORT SERVICES: assistance in providing "what ever it takes" for families who have a child with a developmental disability to remain at home with the family 367-7680 or 543-6078

CITY HUMAN RELATIONS INVESTIGATOR: assists with discrimination inquiries as per employment, housing and related issues 367-7039

SUICIDE CRISIS HOTLINE 339-4357

LAURA HEUREMANN COUNSELING CLINIC: free walk in counseling services for low income 300 East 8th St., Sioux Falls 336-1974

SD COALITION OF CITIZENS WITH DISABILITIES (605) 945-2207

SOUTH DAKOTA PARENT CONNECTION: offer information and assistance to parents and families of children with a disability or special need 361-3171

PARENT-TO-PARENT 361-3171

First call for HELP (24 hour information and help)
339-4357

SOUTH DAKOTA ADVOCACY SERVICES: advocacy assistance
361-7438

SOUTH DAKOTA RESOURCE COORDINATORS: assist individuals who have developmental disabilities in case management activities as they transition from school to adult services available within the community 367-5250 or 367-5774

Employment Focused Services

SOUTH DAKOTA VOCATIONAL REHABILITATION SERVICES:
rehabilitation, assessment, vocational counseling, on the job training,
possible financial assistance for post secondary training, job placement
services, assistive technology 367-5330

SOUTH DAKOTA DIVISION OF SERVICE TO THE BLIND AND VISUALLY
IMPAIRED: rehabilitation, specialized equipment, skill training, assessment,
counseling, vocational planning, possible financial assistance for post
secondary training, job placement services, on the job training, independent
living skill training 367-5322

- South Dakota Rehabilitation Center-skill training

RELATED ADVOCACY CONSUMER ORGANIZATIONS: National Federation
of the Blind 1-800-558-8418 & South Dakota Association of the Blind 1-800-
658-5441

Job Placement Programs for individuals with disabilities

(funded primarily through Vocational Rehabilitation and Service to the Blind &
Visually Impaired services)

- DakotAbilities 334-4220
- East Dakota Cooperative 367-7680
- Employment Connection 336-0503
- Sioux Vocational Services 978-0284
- Communication Service for the Deaf 367-5760 or Relay Services of South
Dakota 1-800-877-1113

SOUTH DAKOTA JOB SERVICE: Job Corps., on the job training, job
leads/referrals 367-5300

SOUTHEAST TECHNICAL INSTITUTE:

Post secondary education: Associate Degree/Diploma, Diploma Programs,
short-term training programs, English as a second language training 367-7624

TURNING POINT: a community based non profit organization providing
comprehensive prevention, education, employment and care to youth, adults
and families 367-4293

Agencies Focusing on Employment and Independent Living Services

COMMUNICATION SERVICE FOR THE DEAF: non profit organization founded in 1975 to serve deaf and hard of hearing people in SD 367-5760
Relay of SD 1-800-877-1113 (both voice and TDD users)

DAKOTABILITIES: community based work assistance, residential and support services to young people and adults with physical or mental developmental disabilities 334-4220

SIOUX VOCATIONAL SERVICES: (ATC) vocational training and employment, residential services, independent living, assessments, training and rural outreach services 978-0284

SOUTHEASTERN BEHAVIORAL HEALTH CARE: psychosocial rehabilitation services, residential services 336-0503

Independent Living Focused Services

AMERICAN INDIAN SERVICES: advocacy, cultural promotion, independent living assistance 334-4060

HOME HEALTH CARE

- Adult Services 367-5400
- Visiting Nurse Association 339-2818

PRAIRIE FREEDOM CENTER: independent living center providing advocacy, attendant training, peer support, assessment and training, housing assistance, bus training, adaptive equipment, independent living skill training 367-5630

SIOUX FALLS HOUSING REDEVELOPMENT COMMISSION: low income housing 332-0704

SIOUX FALLS LEISURE AND LEARNING: park and recreation, library, community education 367-7060

SIOUX FALLS TRANSIT: city bus route service and paratransit service 367-7183

SOCIAL SECURITY ADMINISTRATION: benefits, work incentives 330-4334 or 1-800-772-1213

SD DEPARTMENT OF SOCIAL SERVICES: food stamps, AFDC, child care assistance, child support, Medicaid, transitional benefits, welfare reform, family independence homemakers 367-5500

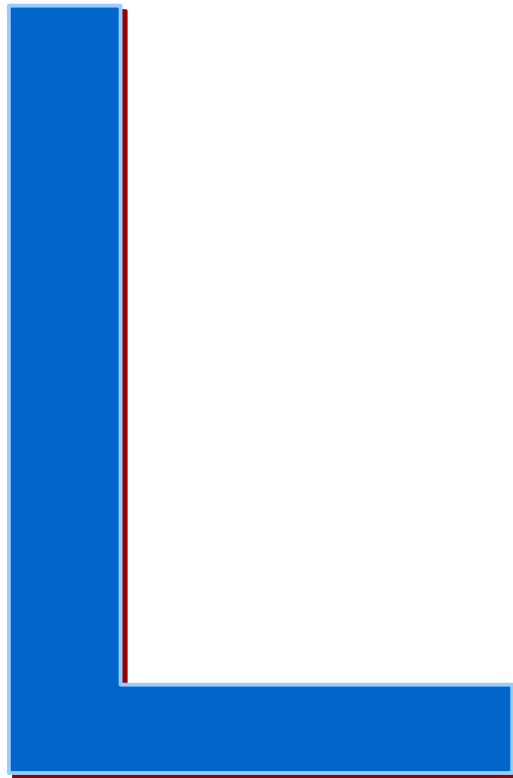
SD GUARDIANSHIP PROGRAM: a private, non profit corporation that acts as guardian for developmentally disabled adults with no family members available, provides information to family members in the process of establishing guardianship, has a trust division 1-605-224-9647

SD RESPITE CARE PROGRAM: gives families a break from caring for a child or adult with special needs by providing funding so families can choose their own respite care provider 1-800-265-9684

Related Community Supports

Adaptive Equipment

- Children's Care Hospital and School 336-1840
- DakotAbilities 334-4220
- SD Rehabilitation Low Vision Program 367-5260
- DakotaLink 1-800-645-0673
- Gadgetry Program 1-800-584-7440
- Mad Program/Modification (Prairie Freedom Center) 367-5630
- Communication Service for the Deaf 1-800-877-1113



Learn about community resources and understand your students

- ❖ It's About Your Life...about life after high school
- ❖ Sample Transition Interview
- ❖ Student Questionnaire
- ❖ C.I.T.E Learning Styles Inventory
- ❖ Learning Styles Questionnaire
- ❖ Study Habits Questionnaire
- ❖ Self Advocacy Questionnaire
- ❖ Transition Assessment Tools
- ❖ Accommodations Questionnaire
- ❖ Accommodations Checklist
- ❖ Modifications
- ❖ Ideas for Adaptations and Modifications

It's About Your Life ... about life after high school

What Students in Special Education Need to Know
About the Transition Years (ages 14 - 22)

My name _____

Date _____

It is time to begin the serious business of thinking about your **Dreams**, exploring your **Options**, expanding your **Abilities**, and answering your **Questions** as you prepare for your "transition" from school to adult life.

The people who make our laws felt it was very important for you and your teachers to work together to make sure that you get the help you need to be all that YOU CAN BE.

The law, I.D.E.A.* gives you specific rights to be involved in planning your educational program to prepare for work and independent living. From now on, it is especially important for you to be part of your IEP team that plans your "Individual Education Program."

*I.D.E.A. - Individuals with Disabilities Education Act is a law about special education, student and parent rights

(Produced by the California Department of Education, Special Education Division - Jan. 1999. Designed and written by Joan Kilburn, SWITP parent consultant, and Judy Reichle, CDE/SED transition consultant.)

Planning for when you're grown-up

1. Prepare for your transition from school to adult life

"What do you want to be when you grow up?" Grown-ups ask that a lot.
Your transition IEP must include ways to explore and learn about the world of careers.

Now that you are 14 or older, “what do you want to be when you grow up” really needs exploring. Your school program must include ways to help you be all that you can be.

When teachers or parents talk about transition planning, they are talking about how to help you prepare for life after high school.

Jobs...
Community...
Recreation...

Your IEP and what you do in school should include activities and opportunities to help you:

- Find out about yourself: your dreams - abilities – interests - options
- Learn about careers, jobs, living on your own
- Learn about banking, voting, medical services, how to use buses and lots of other stuff
- Use tools such as: interest inventories and assessments, community exploration
- Learn how to speak up for yourself and how to make choices

2. Active participation in your IEP

By age 14, you must be part of the IEP meeting to plan transition activities. Your team must include YOU and your parents, if you are under age 18.

Other team members are: a special education teacher, a general education teacher, and an administrator. Other people who are working with you may also be included.

Each objective and activity in your IEP must state:

- how will it be carried out
- where will it happen - when and for how long
- what are you expected to do
- what service(s) is the school responsible for
- what other service providers are needed
 - what are their responsibilities
- what are your responsibilities
- who will help you

At the IEP meeting, based on your ideas, interests and abilities, you and members of your team will identify and develop goals, objectives and activities.

- outcome - what happened

Transition Planning

Getting ready to take control of your life and assuming adult rights/responsibilities - the age of majority

When you become 18 years old, you have reached the “age of majority.” So what does that mean?

- You are an adult!
- It means you can vote, you can sign your own IEP.
- There are other things such as paying taxes and signing up for the draft if you are a male.

Your IEP and your school work should help you:

- Learn how to problem-solve and make decisions

Linking with other agencies-----what help do you need after leaving high school?

After you leave high school, you may need help to reach your goals. At least one year before leaving school, you should be connected with the other agencies which can provide or pay for transition services written into your IEP.

- **Do I want more education? Check out:**
 - ❑ Community Colleges
 - ❑ State University system
- **Who can help me find a job? Check out:**
 - ❑ Employment Development
- **Develop your communication skills - express yourself and your ideas**
- **Practice setting your own goals and planning how to reach those goals**
- **Explain what help you may need at school or work, for example - talking books, mobility training, more time when taking tests, sign language, a spell checker or other devices.**
- **Learn where to go for help**
-
- **Learn about your rights and responsibilities**

- **Find out about laws - Section 504, A.D.A. (Americans With Disabilities Act), I.D.E.A. - that can help you reach your goals**
- **Department (EDD) / One Stop Career Center**
- **Job Training Partnership Act (JTPA) / Private Industry Council (PIC)**
- **Department of Rehabilitation (DR)**
- **Who can help with independent living skills?**
 - ❑ Regional Center / Department of Developmental Services
 - ❑ Independent Living Centers (ILC) / Department of Rehabilitation
- **Who can help with finances - making ends meet?**
 - ❑ Social Security Administration
 - ❑ Scholarship information - Community
 - ❑ College, your own school, State University system
- **Who can help with counseling?**
 - ❑ Mental Health Services
- **Who can help me learn more about my rights?**
 - ❑ Advocacy organizations

Check out these agencies' phone numbers and their web page sites on the back page. Fill in the local numbers for agencies in your area.

Important Planning Questions

- While you are in school, what do you need to learn to reach your dreams?
- How can the school help you?
- Who else can help you?

Transition IEP Meeting Tips

- If you do not understand what is being said, speak up and ask for an explanation.
- Find allies - make sure the people attending the meeting know who you are or have information or expertise needed for your program.
- Come to the meeting prepared. Know what you want to accomplish.
- Learn how to communicate clearly.

Sample Transition Interview

an example of a transition survey that could be used with 14-year olds

The following survey was developed by the St. Paul Public Schools.

	Transition Survey
--	--------------------------

Please Print _____ Date _____

Name _____ Male _____

Female _____

Address _____

Street City State Zip

Home Phone _____ Age _____

Birthdate _____

Month Day Year

Parent(s)/Guardian(s)
Name(s) _____

Current School _____ Previous School
Attended _____

Social Security Number ____ - ____ - ____	Grade Level: Circle one: 6 7 8 9 10 11 12	How many days of school have you missed in the last year? Please check: <input type="checkbox"/> 0 – 5 <input type="checkbox"/> 11 – 15 <input type="checkbox"/> 6 – 10 <input type="checkbox"/> 16 – over
--	---	---

1. Home Living

What work or chores do you do at home? _____

If you had to prepare a meal for your family, what would it be? _____

Do you help with the family grocery shopping? ☐ Yes ☐ No

About how much does a loaf of bread cost?

What is your favorite activity at home?

Where do you plan to live after high school graduation?

Are you able to save money to use at a later time? ☐ Yes ☐ No

Who would you contact if there was a serious accident in your home?

2. Community Participation

Do you have a SD ID, driver's permit, or license? ☐ Yes ☐ No If yes, record
number _____

If male and over 18 years of age, have you registered for Selective Service? ☐ Yes
☐ No

If yes, record number

Can you travel around town on the city bus by yourself? ☐ Yes ☐ No
Name some place you regularly go in the city bus

Do you use a savings account? ☐ Yes ☐ No Do you have a checking account? ☐ Yes ☐ No

Where is your favorite place to go visiting or shopping?

What are the "Yellow Pages" of the telephone book used for?

3. Recreation and Leisure

What are your hobbies and spare time activities?

What sports do you play? _____ Where?

Do you look at the newspaper? ☐ Yes ☐ No If yes, which parts?

Do you belong to any groups, organizations, or clubs? ☐ Yes ☐ No
Which group(s)?

What did you do on your last vacation? Describe

Do you like to do things alone or with others? ☐ Alone ☐ With others ☐ Both
Where do you go for fun (recreation center/YMCA/YWCA/shopping center, malls, etc.)?

4. Jobs and Job Training

Have you ever been involved in any school/work vocational program? ☐ Yes ☐ No If yes, list:

Have you ever filled out a job application? ☐ Yes ☐ No If yes, where?

Have you ever had a job interview? ☐ Yes ☐ No If yes, where?

Would you like to improve your job interviewing skills? ☐ Yes ☐ No
List different jobs you have had (paid/unpaid/volunteer):

1. _____ 2. _____
3. _____ 4. _____

Which of the above jobs did you like the best?

Are you working now? ☐ Yes ☐ No If yes, where?

List your job related strengths:

List your job related weaknesses:

What do you think would be a good job for you right now?

Do you think you have a disability that could affect your job?

What kind of work do you like best?

What annual wage or hourly wage would you need to make a living?

5. Post-Secondary Training

Would you like help in discovering your career interests/abilities? ☐ Yes ☐ No
What are your favorite classes in school?

What classes would you like to try that you haven't taken yet?

What are things in school that are difficult for you? *circle all that apply:*

students teachers lunch attendance bus rides activities other

Which classes are the most difficult for you?

In which classes do you need the most help?

Which classes don't you like?

After high school what type of training plans do you have? ☐ Stay home

☐ College ☐ Military ☐ Unsure

☐ Technical College ☐ Work Force ☐ Do nothing

Next to the words in the box that you checked above, write your area of interest on the blank line, such as auto mechanics, nurse, truck driver, secretary, etc.

What career would you like to have five years from now?

What kind of help do you need to be successful in learning?

Do you have any special need or disability? ☐ Yes ☐ No If yes, what is it?

What else would you like to learn?

PLANNING FOR THE NEAR AND DISTANT FUTURE

Name _____

School _____

N.E. ED. SERV. COOP
P.O. BOX 327
HAYTI, SD 57241-0327

STUDENT QUESTIONNAIRE

These questions are to help you think about what you are interested in, what you like and what you are going to do after you leave high school. You can ask anyone for help when thinking about answers for these questions. Parents, guardians and school staff will be using your answers to help you plan your future.

1. Age _____ Grade _____ Graduation Date if known _____

2. What do you want to do after you leave school?

3. What are some things you are interested in?

4. After you leave school what do you want for:

Employment _____ Education _____

Living Arrangements _____

5 years after you leave school what do you want for:

Employment _____

Education _____

Living Arrangements _____

10 years after you leave school what do you want for:

Employment _____

Education _____

Living Arrangements _____

5. What worries or concerns you the most about your future?

6. Right now are you in contact with any agencies that will or may help you after you finish school?

7. Do you think you can advocate or stick up for yourself when you leave school or will you need help from someone?

8. Where would you like to live?

9. Will you live with someone or by yourself?

10. What do you like to do in your spare time?

11. Check the areas that you think you may need help with when you leave school.

- | | |
|--|---|
| <input type="checkbox"/> Vocational | <input type="checkbox"/> Placement |
| <input type="checkbox"/> Work Training | <input type="checkbox"/> Financial |
| <input type="checkbox"/> Residential Placement | <input type="checkbox"/> Independent Living |
| <input type="checkbox"/> Social Relationships | <input type="checkbox"/> Recreation & Leisure |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Sexual awareness |

TRANSITION QUESTIONNAIRE

What are your dreams and goals for your future?

What worries you the most about your future?

How can your parents, teachers, and school help you reach your goal?

EDUCATION:

What classes do you like the most?

What classes are you successful in? Why?

What classes are the hardest for you? Why?

Are your classes modified to help you succeed?

How do you learn best?

What skills do you want to learn that could be taught in school?

What further educational training do you want to get?

CAREER QUESTIONS:

What job would you like to have in 2 years? _____
5 years? _____
10 years? _____

What skills will you need to get the job you want?

What kinds of things do you think you're good at?

What are you not good at?

What kind of training or education would you like to have after high school?

What would your ideal job be?

What do you need to reach your job/career goals?

What job shadowing or job try-outs would you like to explore?

What kind of work experience have you had?

COMMUNITY/RESIDENTIAL QUESTIONS:

Where do you want to live after you leave school?

What will you have for transportation after you leave school?

What chores or jobs do you do at home that will help you be more independent as an adult?

What household skills do you need help with (cooking, cleaning, budgets, etc.)?

What will you do to take care of your money after school?

Do you need help with money and banking skills?

MEDICAL/LEGAL QUESTIONS:

Do you have a family doctor? _____
dentist? _____

Do you have any medical needs that will have to be looked after after you leave school?

If you have a legal problem, how will you handle it? Who would help you?

Who would you contact in case of emergency?

What kinds of insurance will you need, and how will you pay for it?

RECREATION AND LEISURE QUESTIONS:

What do you like to do for fun?

What are your hobbies and interests?

Is there something you'd like to learn how to do? (bowling, swimming, etc.)

Are there any school activities that you would like to take part in?

Do you like to spend your free time alone or with others?

SOCIAL AND INTERPERSONAL QUESTIONS:

How do you handle conflicts and solve problems?

Who do you go to when you have a problem?

Do you have someone that you can talk to when things are not going well?

List the friends you hang out with.

C.I.T.E Learning Styles Inventory

Knowledge of learning styles can be extremely valuable resource planning. Once the major learning styles are determined, students can arrange their learning environments to better suit their abilities. This knowledge will also be useful in adjusting to the world of work. By knowing their learning style preferences, students can choose appropriate career choices and work environments. By knowing what kind of activities they will excel in, they may choose jobs they will be successful at performing. One useful tool in determining a student's predominant learning styles is the CITE (Center for Innovative Teaching Experiences) Learning Styles Inventory by A. Babich, P. Burdine, L. Albright, and P. Randol of the Murdock Teacher Center, Wichita, Kansas.

The inventory asks students 45 questions about the ways they feel they learn the best. They can then determine the major learning styles based on the answers they provide. The program rates each of nine learning styles as "Major," "Minor," or "Negligible." "Major" learning styles are the ones the student prefers and uses most often. It is possible for a student to have more than one preferred style. "Minor" learning styles are those that serve as "back-ups" when the preferred, or "Major" style is not possible in a given situation. They are often used in conjunction with a preferred style. "Negligible" learning styles are those with which the student is not comfortable. The student will use other styles if they are available.

For transition planning, the team members may link the student's major learning styles to a job cluster that would utilize the student's strengths. If the student is not interested in occupational clusters that link to his or her major learning styles, then modifications or accommodations based on their major learning styles can be considered in fields the student is interested in. For example, someone who has "Social-Individual" and "Expressiveness-Written" styles would probably want to avoid a job as a sales representative if that means giving quarterly reports to the board and directly speaking to customers. That person would be better suited for a job as a writer or researcher because they express themselves better in writing and prefer to work alone.

Learning Style

Most Like Me - Least Like Me

- | | | | | |
|---|---|---|---|---|
| 1. When I make things for my studies, I remember what I have learned better. | 4 | 3 | 2 | 1 |
| 2. Written assignments are easy for me to do. | 4 | 3 | 2 | 1 |
| 3. I learn better if someone reads a book to me than if I read silently to myself. | 4 | 3 | 2 | 1 |
| 4. I learn best when I study alone. | 4 | 3 | 2 | 1 |
| 5. Having assignment directions written on the board makes them easier to understand. | 4 | 3 | 2 | 1 |
| 6. It is harder for me to do a written assignment than an oral one. | 4 | 3 | 2 | 1 |
| 7. When I do math problems in my head, I say the numbers to myself. | 4 | 3 | 2 | 1 |
| 8. If I need help in the subject, I will ask a classmate for help. | 4 | 3 | 2 | 1 |
| 9. I understand a math problem that is written down better than one I hear. | 4 | 3 | 2 | 1 |
| 10. I do not mind doing written assignments. | 4 | 3 | 2 | 1 |
| 11. I remember things I hear better than things I read. | 4 | 3 | 2 | 1 |
| 12. I remember more of what I learn if I learn it alone. | 4 | 3 | 2 | 1 |
| 13. I would rather read a story than listen to it read. | 4 | 3 | 2 | 1 |
| 14. I feel that I talk smarter than I write. | 4 | 3 | 2 | 1 |
| 15. If someone tells me three numbers to add, I can usually get the right answer without writing it down. | 4 | 3 | 2 | 1 |
| 16. I like to work in a group because I can learn from others in the group. | 4 | 3 | 2 | 1 |
| 17. Written math problems are easier for me to do than oral ones. | 4 | 3 | 2 | 1 |
| 18. Writing a spelling word several times helps me remember it better. | 4 | 3 | 2 | 1 |

19. I find it easier to remember what I have heard than what I have read.	4	3	2	1
20. It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1
21. I like written directions better than spoken ones.	4	3	2	1
22. If homework were spoken, I would do it all.	4	3	2	1
23. When I hear a phone number, I can remember it without writing it down.	4	3	2	1
24. I get more work done if I work with someone.	4	3	2	1
25. Seeing a number makes more sense to me than hearing a number.	4	3	2	1
26. I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27. The things that I write on paper sound better than when I say them.	4	3	2	1
28. I study best when no one is around to talk or listen to.	4	3	2	1
29. I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30. Speaking is a better way than writing if you want someone to understand it better.	4	3	2	1
31. When I have a written math problem to do, I say to myself to understand it better.	4	3	2	1
32. I can learn more about a subject if I am with a small group of students.	4	3	2	1
33. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34. I like to make things with my hands.	4	3	2	1
35. I like tests that call for sentence completion or written answers.	4	3	2	1

36. I understand more from a class discussion than from reading about a subject.	4	3	2	1
37. I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
38. Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40. I like to study with other people.	4	3	2	1
41. When the teachers say a number, I really do not understand it until I see it written down.	4	3	2	1
42. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43. Sometimes I say dumb things, but writing gives me time to correct myself.	4	3	2	1
44. I do well on tests if they are about things I hear in class.	4	3	2	1
45. I cannot think as well when I work with someone else as when I work alone.	4	3	2	1

CITE Inventory Score Sheet

34-40= Major Learning Style
20-32= Minor Learning Style
10-18= Negligible Use

Visual Language

5 _____
13 _____
21 _____
29 _____
37 _____

Total _____ x 2 = _____ (score)

Social-Individual

4 _____
12 _____
20 _____
28 _____
45 _____

Total _____ x 2 = _____ (score)

Visual Numerical

9 _____
17 _____
25 _____
33 _____
41 _____

Total _____ x 2 = _____ (score)

Social-Group

8 _____
16 _____
24 _____
32 _____
40 _____

Total _____ x 2 = _____ (score)

Auditory Language

3 _____
11 _____
19 _____
36 _____
44 _____

Total _____ x 2 = _____ (score)

Expressiveness-Oral

6 _____
14 _____
22 _____
30 _____
38 _____

Total _____ x 2 = _____ (score)

Auditory Numerical

7 _____
15 _____
23 _____
31 _____
39 _____

Total _____ x 2 = _____ (score)

Expressiveness-Written

2 _____
10 _____
27 _____
35 _____
43 _____

Total _____ x 2 = _____ (score)

Tactile-Kinesthetic

1 _____
18 _____
26 _____
34 _____
42 _____

Total _____ x 2 = _____ (score)

1. Major: The Student prefers this mode of learning, feels comfortable with it, and uses it for important learning. A student does not necessarily have one and only one preferred style.
2. Minor: The student uses this mode but usually as a second choice or in conjunction with other learning styles.
3. Negligible: The student prefers not to use this if other choices are available. The student does not feel comfortable with this style.

CITE Learning Styles

Visual Language:	I learn well from seeing words in books, on the chalkboard, or in workbooks. I remember and use information if I have read it.
Visual Numerical:	I have to see numbers on the board, in a book, or on paper to work with them. I am more likely to understand math facts if I have seen them.
Auditory Language:	I learn from hearing spoken words. I will be more capable of understanding and remembering information if I hear it.
Auditory Numerical:	I learn from hearing numbers and oral explanation. I may do as well without math books because written materials are not as important. I can probably compute problems in my head.
Tactile-Kinesthetic:	I learn best by experiencing—doing, self-involvement. I definitely need manipulation of material along with accompanying sights and sounds. I seem unable to understand or keep my mind on my work unless I am totally involved.
Social-Individual:	I get more work done alone. I think best and remember more when I learn by myself. I care more for my opinions than for the ideas of others.
Social-Group:	I strive to study in groups and I do not accomplish much individually. Group interaction increases my learning and subsequent fact recognition.
Expressiveness-Oral:	I easily tell you what I know. I speak fluently, comfortably, and precisely. I am not shy about giving reports or talking to the teacher or classmates.
Expressiveness-Written	I write fluently and qualify answers to convey my knowledge. I feel less comfortable perhaps even “stupid”, when giving oral answers. My thoughts are better organized on paper.

Name_____ Date_____

Learning Style Questionnaire

1. What are your strong points as a student? (Give your skills, talents, and abilities, not school subjects.)_____
2. What do you feel are your weaknesses as a student?_____
3. What part of the classwork in an English class would be most difficult for you?

4. Which of your strong points could you use to make up for your weaknesses in an English class?_____

Circle the mark that shows how likely you are to use each method.

Not Somewhat Very
Likely Likely Likely Likely

5. When you are learning a new subject, which method(s) would you prefer to use?

read the textbook				
watch someone do experiments				
take notes from reading assignments				
remember what is said in lecture				
remember what is said in lecture				
take notes from the lecture				
do an experiment				

6. Which method(s) would you rather use to show a teacher what you've learned?

make a drawing				
tell about it				
writes answers to questions				
do a demonstration				
do a project				

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Not Somewhat Very

Likely Likely Likely Likely

7. When you memorize something, which method(s) are you likely to use?

picture in your mind what you are
memorizing
associate it with something else
you know
draw pictures, charts, or diagrams
repeat it out loud
write it down

8. When you study, which of these problems is likely to give you trouble?

reading too slowly to finish on
time
studying hard and forgetting what
you studied
being distracted
organizing your thoughts poorly
on paper
forgetting instructions
taking notes too slowly
not understanding a teacher's
spoken directions
not understanding written
directions

9. Which of the following methods are likely to help you learn?

taping lectures
watching demonstrations or
videos in class
discussing reading assignments
during class
doing experiments in a laboratory
explaining at the beginning of the
period what the class will be doing
writing assignments on the board

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Not Somewhat Very
Likely Likely Likely Likely

being able to ask questions
before, during, and after class
being able to choose projects
rather than take written tests
getting individual help from the
teacher
getting and following a clear
outline of the course
getting a list of class assignments
and due dates
getting class handouts and
worksheets

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Learning Styles Chart

If your learning style is	you learn best by	Then these are the best methods for you
Auditory	verbal instructions discussions/talking with others sounding out words remembering by saying things out loud over and over talking through problems talking rather than listening	
Visual	seeing, watching staring into space to visualize concepts remembering words or ideas by their shape or configuration organizing thoughts on paper by making lists, using calendars to plan ahead	
Kinesthetic	direct involvement reading action stories remembering things you've done trying things out (touching, feeling, manipulating) addressing problems physically (through activity) using gestures when speaking	

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Name _____ Date _____

Study Habits Questionnaire

Circle the mark that shows how likely you are to use each method.

Not Somewhat Very
Likely Likely Likely Likely

1. You are given an assignment that requires using some resource materials (dictionary, encyclopedia, atlas, almanac, etc.). How likely are you to:

ask the librarian for help

--	--	--	--

ask the learning disability specialist for help

--	--	--	--

ask a parent for help

--	--	--	--

ask a friend for help

--	--	--	--

search on your own

--	--	--	--

2. You have a very demanding schedule- a full class load and a part-time job.

How likely are you to:

aside a certain time each day set for studying

--	--	--	--

study whenever you get the chance

--	--	--	--

plan a study schedule each week, based on assignments

--	--	--	--

study just on the night before tests

--	--	--	--

study just enough to keep up

--	--	--	--

write assignments on a calendar according to when they're due

--	--	--	--

3. When preparing for and taking tests, how likely are you to:

wonder what will be on the test

--	--	--	--

lose points for incomplete essay answers

--	--	--	--

be confused by the directions

--	--	--	--

panic before or during the test

--	--	--	--

run out of time before completing the test

--	--	--	--

Not Likely	Somewhat Likely	Likely	Very Likely
---------------	--------------------	--------	----------------

4. You have just started college. After buying a new textbook for a class, how likely are you to do the following before the first class begins:

page through the book and set it aside				
get started early by reading the first chapter				
look through the book at study questions, glossary, chapter headings, table of contents				
set the textbook aside until the class begins				

5. Some study habits are listed below. How likely are you to:

remember assignments for a specific class				
finish assignments without being reminded				
set aside time from other activities to study				
finish an assignment once you've started				
keep your materials together without losing them				
organize books and materials				

6. In a lecture class, how likely are you to find:

you didn't take enough notes				
you have gaps in your notes				
you have more notes than you need				
you can't write fast enough to keep up				
you can't understand your notes when you review them				

Name _____ Date _____

Self-Advocacy Questionnaire

Never Sometimes I need it Whenever

1. How often do you ask for help from a teacher? _____

2. Imagine that you are going to seek assistance in college because of your learning disability. You need to prove that you have a learning disability. What materials would you bring to the meeting?

3. When you enter college or a technical or vocational school, who will you ask for help?

Not Likely Somewhat Likely Very Likely

4. When you need help, which of these are likely to be difficult for you?

taking the initiative and asking for help	_____	_____	_____	_____
making your needs clearly understood	_____	_____	_____	_____
asking in a positive way	_____	_____	_____	_____
knowing what help you need and asking for it specifically	_____	_____	_____	_____

5. When you enter post-secondary school, when are you most likely to identify yourself as learning disabled to the appropriate people?

before school starts	_____	_____	_____	_____
during the first week	_____	_____	_____	_____
after you get used to school	_____	_____	_____	_____
after you find out you need help	_____	_____	_____	_____
never, you don't want people to know you have a learning disability	_____	_____	_____	_____
only if you really need the help to pass	_____	_____	_____	_____

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Not Likely	Somewhat Likely	Likely	Very Likely
---------------	--------------------	--------	----------------

6. Imagine that you're already in college or technical or vocational school and aren't sure you can cope with your classes. Would you:

get the textbook early and read it or have it taped

--	--	--	--

get a vocabulary list and learn the words

--	--	--	--

find out what special help is available on campus

--	--	--	--

ask the learning disability specialist to write letters to your instructors

--	--	--	--

ask for a change in graduation requirements, such as being excused from taking a foreign language

--	--	--	--

7. You are having trouble understanding what is expected on a class assignment. Who are you most likely to ask for help?

parent

--	--	--	--

friend or classmate

--	--	--	--

teacher of the class

--	--	--	--

learning disability specialist

--	--	--	--

you'd figure it out on your own, without asking

--	--	--	--

8. When you need help from a teacher, how would you feel:

embarrassed to have anyone know you need special attention

--	--	--	--

frustrated with the teacher and with yourself

--	--	--	--

confused about just what sort of help to ask for

--	--	--	--

comfortable about asking the teacher for help

--	--	--	--

Transition Skills Assessment

Created to help young people progress for their transition from high school to adult life.

Student Name: _____ Date: _____

Rating Scale: I do (or ____does) this:

0=no, or no experience in this area
1=yes, with help or modifications
2=yes, no problem

EMPLOYMENT

Knowing about jobs

Knowing about jobs	Student	Parent	Teacher	Average
--------------------	---------	--------	---------	---------

- | | | | | |
|--|---|---|---|---|
| 1. Can you describe the different kinds of jobs that are available to young people in your community or state? | 3 | 3 | 3 | 3 |
| 2. Can you describe several different possible jobs that fit well with your skills and interests? | 3 | 3 | 3 | 3 |

Finding a job

- | | | | | |
|--|---|---|---|---|
| 3. Do you use different ways to hunt for jobs, like reading want ads and asking friends or family members for leads? | 3 | 3 | 3 | 3 |
| 4. Do you prepare a good resume, with the right kinds of information on it? | 3 | 3 | 3 | 3 |
| 5. Do you complete job applications properly and perform well in a job interview? | 3 | 3 | 3 | 3 |

Skills on the Job

- | | | | | |
|--|---|---|---|---|
| 6. Is your attendance at work acceptable? | 3 | 3 | 3 | 3 |
| 7. Do you arrive to work and leave the job on time? | 3 | 3 | 3 | 3 |
| 8. Is your employer satisfied with the amount of work you do and how well you do it? | 3 | 3 | 3 | 3 |
| 9. Do you get along well with the other workers? | 3 | 3 | 3 | 3 |

LIFELONG EDUCATION AND TRAINING

Reading

Reading	Student	Parent	Teacher	Average
---------	---------	--------	---------	---------

- | | | | | |
|---|---|---|---|---|
| 10. Do you accurately read short phrases and sentences? | ə | ə | ə | ə |
|---|---|---|---|---|

Some examples are (1) short questions on a test,	3	3	3	3
(2) restaurant menus, and (3) newspaper headlines.				
11. Do you accurately read short paragraphs?	3	3	3	3
Some examples are (1) directions for cooking food, and (2) instructions for doing homework.	3	3	3	3
12. Do you accurately read lengthy materials?				
Some examples are: (1) newspaper and magazine articles, and				
(2) novels.				
13. Do you accurately read difficult materials?				
Some examples are: (1) textbooks, and (2) manuals for operating a dishwasher or stereo system.				

Writing

14. Do you accurately write short sentences? Some examples are (1) grocery lists, and (2) short answers to questions on a test.	3	3	3	3
15. Do you accurately write short paragraphs? Some examples are (1) a short letter to a friend, and (2) written directions on how to go some place.	3	3	3	3
16. Do you accurately write lengthy materials? Some examples are (1) an essay for an English class, and (2) a job application including a letter describing your qualifications				

Math

	Student	Parent	Teacher	Average
17. Do you add, subtract, multiply and divide whole numbers, either with or without a calculator?	3	3	3	3
18. Do you use basic units of measure accurately? Some examples include measuring (1) weight, (2) length, and (3) time.	3	3	3	3
19. Do you use math skills to help solve problems in school or in the community? Examples include (1)	3	3	3	3

the length of a trip, and (2) developing a budget.

Post-Secondary Education

- | | | | | |
|---|---|---|---|---|
| 20. Has the support you need been identified and included in your transition plan, e.g., a) rehab services, b) higher education support, c) county social services, d) other adult services, e) financial assistance. | ☺ | ☺ | ☺ | ☺ |
| 21. Can you identify a variety of post-secondary training/learning options that match your career goal? | ☺ | ☺ | ☺ | ☺ |
| 22. If you have a disability, do you ask for accommodations (when needed)? | ☺ | ☺ | ☺ | ☺ |

HOME LIVING

Self Care

- | | | | | |
|---|---|---|---|---|
| 23. Do you have good sleeping habits? | ☺ | ☺ | ☺ | ☺ |
| 24. When you are having personal problems, do you go to friends or family members for help? | ☺ | ☺ | ☺ | ☺ |
| 25. Do you have good health habits? | ☺ | ☺ | ☺ | ☺ |

Nutrition and Fitness

- | | | | | |
|---|---|---|---|---|
| 26. Do you eat well balanced, healthy meals each day? | ☺ | ☺ | ☺ | ☺ |
| 27. Do you maintain your weight at a good level? | ☺ | ☺ | ☺ | ☺ |
| 28. Do you exercise at least three times a week? | ☺ | ☺ | ☺ | ☺ |

Personal Management

- | | | | | |
|--|---|---|---|---|
| 29. Do you get yourself up in the morning? | ☺ | ☺ | ☺ | ☺ |
| 30. Do you prepare meals for yourself? | ☺ | ☺ | ☺ | ☺ |
| 31. Do you manage money effectively? | ☺ | ☺ | ☺ | ☺ |
| 32. Do you manage time effectively? | ☺ | ☺ | ☺ | ☺ |

Money Management

	Student	Parent	Teacher	Average
33. Do you pay for things in stores without making mistakes? Some examples include (1) knowing if you have enough money to buy what you want, and (2) knowing if you get the correct change.	3	3	3	3
34. Do you shop carefully and get things for good prices?	3	3	3	3
35. Do you use a checking or savings account to manage your money?	3	3	3	3
36. Do you budget your money well enough to pay for the things you want and need?	3	3	3	3

Medical

37. Do you know what to do in emergency situations?	3	3	3	3
38. Do you independently take medication?	3	3	3	3
39. Do you make doctor's appointments?	3	3	3	3
40. Do you know the difference between serious and minor illnesses?	3	3	3	3
41. If you have a disability, can you explain it to medical personnel?	3	3	3	3

COMMUNITY PARTICIPATION

42. Do you use the telephone to get information about things that you need?	3	3	3	3
43. Do you know how to find transportation when needed?	3	3	3	3
44. Do you have a driver's license?	3	3	3	3
45. Do you use relevant community resources (e.g., health care facilities, bank, library, laundromat, postal services, church, restaurant, hair stylists)?	3	3	3	3
46. Do you make appointments in the community and keep them?	3	3	3	3
47. Do you locate unfamiliar destinations by asking for directions and/or using a map?				

RECREATION/LEISURE

Socialization/Friends

	Student	Parent	Teacher	Average
48. Do you have friends your age?	3	3	3	3
49. Do you have different kinds of personal relationship (intimate friends, close friends, acquaintances)?	3	3	3	3

Leisure/Recreation Activities

50. Do you have a hobby? Some examples are (1) using, a computer (2) playing an instrument and (3) painting.	3	3	3	3
51. Do you participate in school activities?	3	3	3	3
52. Do you participate in community activities?	3	3	3	3
53. Do you find information on leisure activities of interest to you?	3	3	3	3

PERSONAL LIFE (crosses all transition areas)**Communicating With Other People**

	Student	Parent	Teacher
Average			
54. Do you look people right in the eye when you talk to them or they talk to you?	3	3	3
55. Do you listen carefully to other people when they talk to you and try to understand what they are saying?	3	3	3

Relating to Authorities

56. If you don't understand what a teacher or employer wants you to do, do you ask questions?	3	3	3	3
57. If teachers or employers try to correct something you are doing, do you accept their help?	3	3	3	3
58. If you think that a teacher or employer isn't treating you fairly, do you stand up for your rights?	3	3	3	3

Transition Skills Assessment – This tool may be photocopied

Team Work, 1997

Relating to Peers

59. Do you get along well with people your own age?	3	3	3	3
60. If something isn't going well with your friends, do you work it out?	3	3	3	3
61. If you need something from a friend, do you ask for help?	3	3	3	3
62. If somebody tries to take advantage of you, do you	3	3	3	3

stand up for yourself and stop this from happening?

Self Awareness

- | | | | | |
|---|---|---|---|---|
| 63. Do you participate in your IEP/transition planning? | 3 | 3 | 3 | 3 |
| 64. Do you understand and effectively talk about your limitations/needs as well as strengths? | 3 | 3 | 3 | 3 |

Responsibility

- | | | | | |
|---|---|---|---|---|
| 65. Do you complete your school assignments on time? | 3 | 3 | 3 | 3 |
| 66. Do you come to classes regularly and on time? | 3 | 3 | 3 | 3 |
| 67. Do you follow through on things that you tell people you will do? | 3 | 3 | 3 | 3 |

Solving Problems

68. When you have a problem, do you think of several ways of solving it?	3	3	3	3
69. When you can't think of a good way of solving a problem, do you ask other people for help?	3	3	3	3
70. After you make a decision, do you follow through on doing what you have decided?	3	3	3	3

Accommodations Questionnaire

1. When you enter a post-secondary school, which services or accommodations might you need because of your learning disability? (Having a textbook taped is an example.)
-

Circle the mark that shows how likely you are to use each method.

Not Likely	Somewhat Likely	Likely	Very Likely
---------------	--------------------	--------	----------------

2. When you need extra help in a class, which of these are most likely to help you:

taped lectures				
extra time on assignments				
class notes				
taped textbooks				
using a word processor				
alternative tests/assignments				
asking questions during a lecture				
joining a study group				

3. When preparing for a test or exam, which of these accommodations would be most helpful to you:

asking for extra time on the test				
asking to take the test in another room				
asking to have the test read to you				
asking for writing assistance				
asking to read your answers into a tape recorder				

4. If you have reading difficulties, which of these are most likely to help you:

asking to have textbooks taped				
asking for someone to read to you				
asking for study guides				
asking for extra time to read				
enrolling in a reading skills class				

	Not Likely	Somewhat Likely	Very Likely	Very Likely
5. If you have writing difficulties, which of these are most likely to help you:				
using a computer for word processing				
asking for proofreading help				
dictating written work to someone				
asking to give oral rather than written reports				
asking for a notetaker				
tape recording lectures				
6. If you have math difficulties, which of these are most likely to help you:				
asking for extra explanations				
listing steps of a process in your notes				
setting up time to work alone with teacher				
using graph paper				
using a calculator				
7. If you have trouble with organization, which of these are mostly likely to help you:				
asking for a syllabus (course schedule) ahead of time				
getting assignments ahead of time				
keeping a calendar of assignments				
breaking large assignments into parts				

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ACCOMMODATIONS CHECKLIST

Accommodations are helpful tools to allow someone to compete, using alternative strategies. Following are some checklists that may be beneficial in determining the types of accommodations or modifications that may be useful.

- **Modifications and Supplemental Aids/Services or Supports**
- **Modifications**
- **Ideas for Adaptations and Modifications**

Modifications and Supplemental Aids/Services or Supports for Student and/or School Personnel

Student Name _____

Describe accommodations/program modifications and frequency of these modifications/program modifications to be used in general and special education, including supplemental aids/services or supports for school personnel, that will be provided to the student.

Frequency														Comments: Modifications/ Accommodations	Daily	Weekly	Monthly	Other:
All Areas unless otherwise specified	English/Language Arts	Mathematics	Science	Social Studies	Health	Fine Arts	PE/Athletics	Reading	Related	Goal(s) #	Goal(s) #	Other:	State or district					
														1. Small group instruction				
														2. Guided to unguided instruction				
														3. Taped texts				
														4. Highlighted texts				
														5. Taping lectures				
														6. Note taking assistance				
														7. Extended time for assignment completion				
														8. Shortened assignments				
														9. Assignment notebooks				
														10. Peer tutoring				
														11. Study guides				
														12. Repeated review/drill				
														13. Preferential seating				
														14. Frequent breaks				
														15. Concrete/positive reinforcers				
														16. Special instructional/adaptive equipment				
														17. Increased verbal response time				
														18. Directions given in a variety of ways (Specify)				
														19. Alternative materials (Specify)				
														20. Adjustments for speech intelligibility/fluency				
														21. Alternative setting				
														22. Oral tests				
														23. Short answer tests				
														24. Extended time for test completion				
														25. Taped tests				
														26. Multiple test sessions				
														27. Other:				
														28. Other:				
														29. Other				
														Supports For School Personnel				
														30. Consultant service (Specify)				
														31. Specialized material (Specify)				
														32. Other:				

Consideration of Special Factors

Is the student limited English proficient? Yes No

If the answer to this question is "yes", please explain the language needs of the student as these needs relate to the student's IEP.

Are there any special communication needs? Yes No

If the answer to this question is "yes", what direct instruction will be provided in the student's mode of communication?

Does the student require Braille? Yes No

If the answer to this question is "yes", what Braille services will be provided?

Does the student's general classroom behavior impede learning? Yes No

If yes, what strategies are required to appropriately address this behavior, including positive behavioral interventions and supports?

Assessment State and/or District-wide (Circle the form(s) of assessment that student will take.)

☐ Student will be taking the assessment without accommodations and/or modifications.

☐ Student will be taking the assessment with the accommodations and/or modifications identified on Page 5.

☐ Student will not be participating in the state and/or district-wide assessment for the following reasons: (Please justify.)

☐ Student not required to take district or statewide assessment at this grade level.

How will this student be assessed? (Please indicate the alternative assessment method that will be used. Required by July 1, 2000.)

MODIFICATIONS

Student Name _____ Date _____

Content Modification

- _____ Extra time to complete assignments and projects
- _____ Directions/instructions given orally and in writing
- _____ Long-range projects broken down into short-term (small) assignments
- _____ Provide multi-sensory, hands-on instructions or activities
- _____ Modify reading assignments
 - _____ Shortened length
 - _____ Adapted reading level
 - _____ Tape summary of reading material
- _____ Modify math assignments
 - _____ Shorten length
 - _____ Divide assignment into steps
 - _____ Give problems on appropriate level _____
- _____ Modify written assignments
 - _____ Shortened length and requirements
 - _____ Grammar, spelling, punctuation errors are noted but not evaluated
 - _____ Extra time to complete written assignments
 - _____ Allow someone to write answers for the student
 - _____ Provide alternatives such as oral presentation, drawings, tape recordings, etc.
- _____ Other modifications
 - _____ Provide a script/notes/study guide of lectures
 - _____ Supplemental visual materials
 - _____ Minimize memory demands
 - _____ Vocabulary list prior to lesson
 - _____ Repetition of explanation; practice

Environmental Modifications

- _____ Structures environment
- _____ Limited distractions
- _____ Consistent expectations and consequences
- _____ Preferential seating
- _____ Regular feedback and progress check
- _____ Utilize techniques to increase productivity
- _____ Other _____

CDE NEXT STEPS, Susan McAlown

Modification in Evaluation

- _____ Extra time to complete tests, quizzes

- ☐ Tests given/taken orally or with reading assistance
- ☐ Allow to use notes/study guide/textbook on tests
- ☐ Daily work/participation evaluated in lieu of tests
- ☐ Modify tests
- ☐ Evaluate individually
- ☐ Grade based on potential instead of program standards
- ☐ Other _____

Comments and Other Suggestions

Student Characteristics

Reading Level _____

Math Level _____

Spelling Level _____

Vocabulary Level _____

Ideas for Adaptations and Modifications

Use of a Tape Recorder

Record on tape:

- Directions
- Stories
- Specific Lessons

Can help improve:

- Understanding of directions
- Understanding of concepts
- Reading skills

Clarify or Simplify Written Directions

- Underline or highlight the significant parts of the directions.
- Rewrite the directions.

Present Small Amounts of Work

- Tear pages from workbook
- Reduce the amount of work by requesting only certain problems. (i.e. odd problems, problems with a star by them.)
- Provide responses to several items and ask the student to complete the rest.

Highlight Essential Information

If a student can read a regular textbook but has difficulty finding the essential information use a highlight pen on this information.

Change Response Mode

Allow student to:

- | | |
|-------------------------------|--------------------------------|
| • Underline answers | • Mark |
| • Select from multiple choice | • Extra space for answers |
| • Sort | • Use an individual chalkboard |

Written Assignments

- | | |
|--|---|
| ✓ Substitute an oral report or other alternative assignment for written assignment | ✓ Use framed outlines for note taking |
| ✓ Tape record reports or assignments | ✓ Arrange for students to work as partners to develop stories for writing assignments |
| ✓ Dictate assignments | ✓ Use of color coding for-spelling |
| ✓ Shorten assignments | ✓ Permit students to use pictures and diagrams as part of their written products |
| ✓ Allow extra time to complete written assignments | |
| ✓ Write directions in a different color | |

Reading

- | | |
|--|---|
| ✓ Use taped books | ✓ Omit more difficult reading assignments |
| ✓ Use material at student reading level | ✓ Pre-Teach vocabulary |
| ✓ Highlight text | ✓ Use only legible, well-spaced photocopies |
| ✓ Substitute study guide or outline for text | ✓ Don't ask student to read aloud |
| ✓ Shorten reading assignment | ✓ Use assisted or choral reading |
| ✓ Read text to student | |
| ✓ Allow extra reading time | |

Math

- | | |
|-------------------------------------|---|
| ✓ Use graph paper | ✓ Number line, counters or computation charts |
| ✓ Highlight key words in directions | ✓ Use of multiplication tables |
| ✓ Use of consistent math terms | ✓ Shorten assignments |
| ✓ Group problems of same process | ✓ Use of manipulatives |
| ✓ Copy problems for student | ✓ Provide additional practice |
| ✓ Box or circle each problem | ✓ Review key concepts frequently |
| ✓ Read story problems to student | |
| ✓ Use of a calculator | |

Study Skills

- | | |
|--|--|
| ✓ Reduced quantity of material to be memorized | ✓ Use peer proofing |
| ✓ Use of flash cards | ✓ Break long term assignments into steps |
| ✓ Use of mnemonic devices (i.e. FIRST LISTS) | ✓ Use of Triangular Review, Tiny Teach |
| ✓ Develop a system for organizing papers | ✓ Allow a friend to use carbon paper to take notes |
| ✓ Assignment notebook with checking system | ✓ Set up study group |

Technology

- | | |
|------------------------------|--|
| ✓ Colored overlays | ✓ Talking dictionary, word processor, calculator |
| ✓ Screen color / adaptations | ✓ Screen reading system |
| ✓ Closed circuit television | ✓ Electronic note taker |
| ✓ Screen magnifier | ✓ Computer with voice dictation |
| ✓ Screen enlarging software | |

South Dakota Statewide Systems Change/Deaf-Blind Project

Test Taking

- | | |
|--|---|
| ✓ Provide study guide | ✓ Test review with teacher, tutor, etc. |
| ✓ Read test to student | ✓ Dictated responses on essay tests |
| ✓ Use simple wording and format for test questions | ✓ Flexible time limit for tests |
| ✓ Allow project versus an exam | ✓ Test smaller units of study at a time |
| | ✓ Allow open-book / open-note tests |

**For adapting the curriculum for students
with disabilities, the following should be considered:**

- ☆ Goals and objectives should reflect chronologically age-appropriate skills and activities;
- ☆ Consider student learning styles, appropriate material, and equipment adaptations; and
- ☆ Modifications or adaptations **MUST BE RELATED** to the curriculum being taught to ALL students.

